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ABSTRACT

Since 1989, the United States Agency for International Development (AID) Africa bureau has operated under an Agency-wide Congressional Basic Education earmark, which specifically required the creation of five new basic education programs in sub-Saharan Africa between 1989 and 1991. The Bureau exceeded that goal by initiating primary education programs in Mali in 1989, in Guinea and Ghana in 1990, in Benin, Malawi, and Namibia in 1991, and in Uganda in 1992. These programs join ongoing assistance efforts in Botswana, Lesotho, South Africa, and Swaziland. Most of these programs, especially the more recent ones, exhibit substantial policy content and careful coordination with other donors. Each aims to help African countries increase the efficiency, equity, and quality of primary education. However, the tremendous variety that exists across the continent requires different approaches to educational reform. This report illustrates both the strategic consistency running through all of the Africa Bureau's educational programs and the variations that address country-specific problems and goals. The report has two main sections: (1) a brief general description of the problems facing African education and data illustrating these problems; (2) 11 country-specific descriptions of A.I.D.'s bilateral educational programs which either ended in or continued beyond 1992. (CDIE)

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Overview of A.I.D. basic education programs in sub-Saharan Africa

USAID

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This report was prepared by the Analysis, Research and Technical Support office (ARTS), Division of Health and Human Resources (HHR), of the Bureau for Africa (AFR), A.I.D., with assistance from the Academy for Educational Development (AED), through a buy-in to the Advanced Basic Education and Literacy (ABEL) project.

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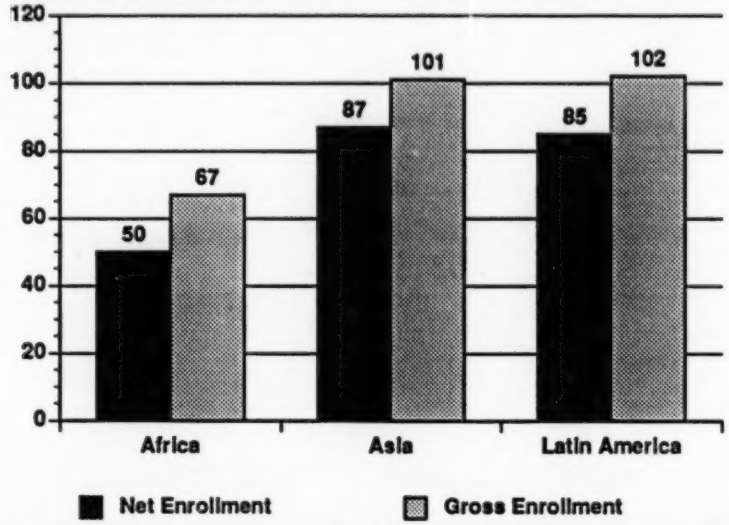
Introduction

Background

Sub-Saharan Africa made impressive educational gains in the first two decades of independence, much of it at the primary level. Primary school enrollments expanded rapidly. During this period, newly independent governments showed their commitment to human resources development by doubling expenditures for primary education.

However, in the 1980s, economic and political constraints made it difficult to sustain levels of expansion and investment capable of keeping pace with population growth. Rates of increase in enrollment fell and actual enrollment rates declined in a number of countries. Indeed, gross primary enrollment rates for sub-Saharan Africa were 77 percent in 1980, but only 70 percent by 1987; by 1989, primary school enrollment was as low as 18 percent in Mali, now one of A.I.D.'s basic education countries.

Chart I
Primary school enrollment:
percent of school aged children enrolled in school in 1988



The gross enrollment ratio is the total number of students enrolled at a given education level divided by the population of the age group for that level. This ratio may include students who are younger or older than the age expected at that level.
The net enrollment ratio is calculated by using only that part of the total number of students enrolled that corresponds to the specific age groups defined for that level.
Source: World Bank, Stars World Development Indicators, 1991

In relation to the rest of the world, education in sub-Saharan Africa was falling further and further behind. Combined primary and secondary enrollment was only 45 percent in 1987, as compared to 70 percent for all developing countries.

These declines were due to a range of factors, many of them external to the education system. At the same time that many countries were attempting to strengthen their education systems, a profound economic crisis was crippling their economies. During the 1980s, developing countries suffered from three types of external shock: major commodity export prices fell; international capital flows decreased substantially; and real interest rates rose dramatically. A prolonged drought, which affected many countries in sub-Saharan Africa, exacerbated the effect of these negative economic trends on public and private provision of education.

For individual families, lowered incomes have increased the role that the costs of schooling are playing in the decision to send a child to school. For many governments, economic changes have meant the reduction of expenditures for non-salary inputs. Intense population growth, which creates a need for more school places, has occurred at the same time as decreased spending for teacher training, school materials, and infrastructure maintenance.

The resulting situation is frequently characterized by a shortage of classroom spaces and materials, long distances between schools and homes, costs of schooling that are high relative to incomes, insufficient and overburdened teachers, deteriorating buildings, and a schooling experience that is increasingly perceived as inappropriate and/or of poor quality. Indeed, the poor quality of education in sub-Saharan Africa, which produces the world's highest repetition and dropout rates, as well as the world's lowest levels of literacy and numeracy, is taking its toll on both the demand for schooling and the efficiency of education systems.

A.I.D. involvement

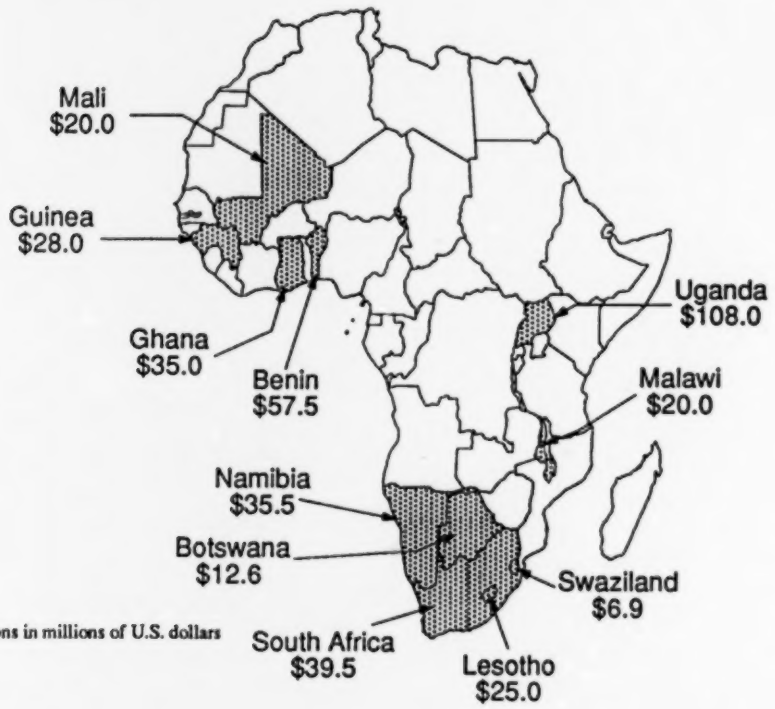
During the 1980's, the Africa Bureau was involved only to a limited degree in supporting primary education programs. By the late 1980s, Africans, donors, and the United States Congress began to agree that investments in human resources development, particularly in basic

education, are investments in the long term well being of Africa. Basic education, the acquisition of skills and competencies in literacy, numeracy, and problem solving, forms the foundation for all further education and training. Basic education carries economic, social, and political returns for individuals and society as a whole. It contributes to work force productivity and informed decision-making regarding life choices. It advances equity objectives and supports the participation of all people in democratic processes. And it contributes to natural resources conservation, as well as improved family health, including nutrition, fertility reduction, and child survival.

Since 1989, the Africa Bureau has operated under an Agency-wide Congressional Basic Education earmark, which specifically required the creation of five new basic education programs in sub-Saharan Africa between 1989 and 1991. The Bureau exceeded that goal by originating primary education programs in Mali in 1989, in Guinea and Ghana in 1990, in Benin, Malawi, and Namibia in 1991, and in Uganda in 1992. These "new start" countries join the older assistance efforts in Botswana, Lesotho, South Africa, and Swaziland. Today the total number of bilateral programs in sub-Saharan Africa is eleven. Most of these programs, especially the more recent ones, exhibit substantial policy content and careful coordination with other donors. Each aims to help African countries increase the efficiency, equity, and quality of primary education.

However, the tremendous variation that exists across the continent requires different approaches to educational reform. This overview illustrates both the strategic consistency running through all of the Africa Bureau programs in education and the variations within those strategies, which address country-specific problems and goals. The overview has two main sections: (1) a general description of the problems facing African education and data illustrating those problems; and (2) eleven country-specific descriptions of A.I.D. educational initiatives which either ended in or continue beyond 1992. The overview is an evolving document, which AFR/ARTS/HHR began to compile in 1990 and intends to update continually.

Map I
USAID basic education activities:
planned total funding obligations of current programs
as of January 1993



Planned obligations in millions of U.S. dollars

	Non-Project Assistance	Project Assistance	Total
Benin	50.0	7.5	57.5
Botswana	—	12.6	12.6
Ghana	32.0	3.0	35.0
Guinea	22.3	5.7	28.0
Lesotho	18.6	6.4	25.0
Malawi	14.0	6.0	20.0
Mali	3.0	17.0	20.0
Namibia	35.0	0.5	35.5
South Africa	—	39.5	39.5
Swaziland	—	6.9	6.9
Uganda	83.0	25.0	108.0
Total	**257.9**	**130.1**	**388.0**

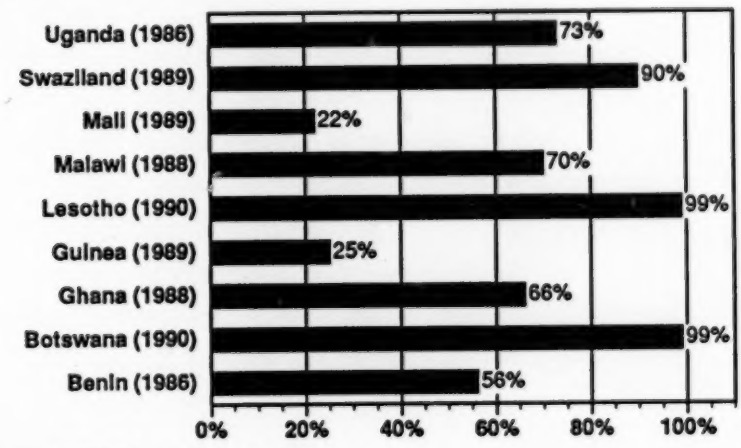
Educational issues

The approaches A.I.D. uses to address the following issues vary according to country needs and capacities, and the participation of other donors.

Access

The current low enrollment rates in sub-Saharan Africa relative to other areas of the world evolve directly or indirectly from the financial difficulties constraining governments and families. In times of financial hardship, wealthy families will find a way to school their children, but parents with less income tend to withhold their young, either because they need the labor and income their children provide, or because the government, in times of crises, institutes fees that families cannot meet or will not pay, given the decrease in school quality. During periods of financial austerity, expanding educational facilities into new areas becomes impossible for governments already overwhelmed by the burdens of staffing, supplying, and maintaining existing schools.

Chart II
Access to education:
percent of appropriate age population in grades 1-4
(most recent data available)



Source: *UNESCO Statistical Yearbook*, 1991

The above chart illustrates some of the different problems African nations face. For countries such as Guinea and Mali, it is clear that only a small percentage of the appropriate-age children enroll in the first four grades of school; access to schooling needs to expand dramatically for all children throughout these countries. In Benin, Ghana, Malawi, and Uganda access is still a serious problem, but best approached by increasing the participation of under-represented groups, such as rural children or girls. The high rates of enrollment recorded in Botswana, Lesotho, and Swaziland indicate countries in which it is more strategic to focus on improving other aspects of the educational system, such as efficiency and quality.

Equity

It is not only in sub-Saharan Africa that inequities in education exist among ethnic groups, between rural and urban residents, among groups with different religious backgrounds, and from different regions of the country, between girls and boys, among linguistic groups, and for those who are handicapped. But the richness of sociocultural and linguistic diversity, plus the extreme variation in what it means to be rich or poor, or from a rural area or an urban area, intensifies the number and range of educational disparities that exist in most African nations. In addition, limited access to schooling increases the inequities, as the opportunities for education are unevenly spread across the categories of potential students.

Ethnic, religious, and linguistic disparities in education are politically sensitive topics for any government, and most data collection efforts tend to overlook them. Rural/urban and gender inequities are somewhat less politically sensitive and, therefore, have attracted more research and attempts at reform. The Africa Bureau places a high priority on the alleviation of inequities in schooling and has consequently designed into the majority of its education programs discrete equity components molded by the specific nature of the issues and problems each country is currently facing.

Quality

Many poorer countries experiencing diminishing resources and a simultaneous increasing demand for education see themselves as

making a choice between expanding access and improving quality. In the past, governments had given priority to expansion. As a result, today in some regions of some countries, quality would quickly increase if only there were a teacher who reported on a regular basis, books and materials were available, and school facilities met certain minimum conditions for learning. In most areas of Africa, overloaded and irrelevant curricula, instructional practices that are ineffective and inappropriate, and teaching and teacher training methods based on rote learning contribute to the low quality of education results.

In fact, research from other parts of the world often shows that quality is the most cost-effective way to expand access. Indeed, when quality is good, fewer children repeat, and hence there is more room for new pupils.

All eleven A.I.D. programs aim to enhance quality.

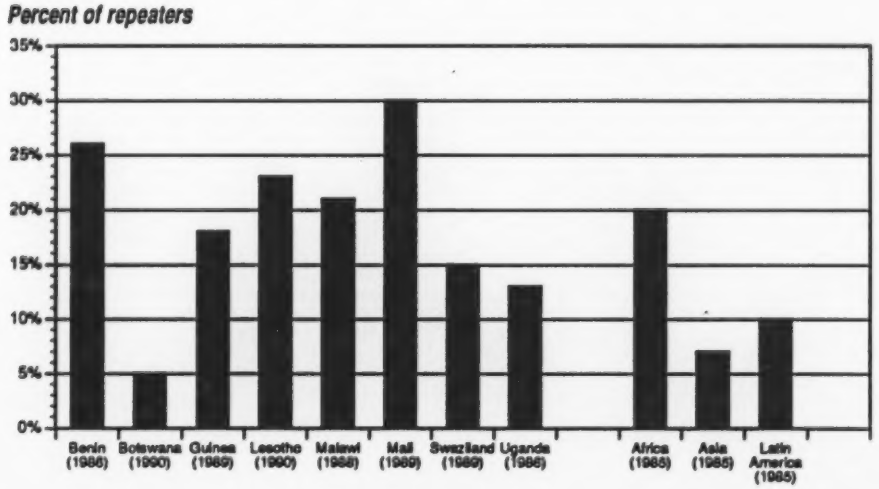
Efficiency

Improved internal efficiency of school systems is one of the chief benefits of investments in quality. Poor quality primary schooling is associated with low achievement and high frustration for children. The consequences of these two factors include high repetition rates as well as low completion rates. One measure of the inefficiency that results from inappropriate policies and poor quality education is that, in many low income countries, the number of school years a government must pay for to produce a completer of a given cycle is two times more than the number of years in the cycle.

In countries such as Mali, school inefficiency is a problem as well as the low levels of enrollment; in countries such as Lesotho, where enrollments are relatively high, educational inefficiency is the main problem. In most cases A.I.D. addresses school inefficiency by

increasing the quality of classroom learning and promoting policy reforms which discourage repitition and dropout. The chart below illustrates the low level of educational efficiency generally found in sub-Saharan Africa, as compared to Asia and Latin America, and the range among the countries in which A.I.D. has programs.

Chart III
Educational efficiency: repetition rates *(most recent data available)*



Sources: *UNESCO Statistical Yearbook*, 1991; Lockheed and Verspoor, *Improving Primary Education in Developing Countries*, 1990

Africa Bureau's strategies

New approaches/Non-project assistance (NPA)

Prior to 1989, A.I.D. employed a traditional project approach to assist countries in basic education. With this approach, A.I.D. designs, implements, monitors, and evaluates various educational technical inputs and interventions, such as materials development or teacher training. These projects identify the needs, procure or produce the learning and teaching materials, deliver the materials to the schools, monitor the use of these inputs and services, and evaluate their effectiveness. The main advantage to the traditional project approach is that A.I.D. staff can be accountable for most inputs intended to produce changes, either directly or through contractor intermediaries. The disadvantage of this approach is that it sometimes results in a lack of host-country "ownership" of the education reform process. Indeed, sometimes traditional project outcomes are neither institutionally nor financially sustained once A.I.D. ceases to fund them. In addition, within the traditional project mode it can be more difficult to become involved in sector-wide issues, such as assuring that governments allocate ample financial support to the education sector, and providing for the rational distribution of resources within the sector.

To avoid the above pitfalls, the newer non-project assistance (NPA) approach aims to enhance host-country ownership of and capacity for reform by assuring A.I.D.'s assistance builds on:

A national education plan: A.I.D. sees such a plan, endorsed by host country and donor stakeholders, as a prerequisite for assuring that A.I.D. efforts result in sustainable, system-wide improvement.

Host country capacity: Convinced that learning requires opportunity for leadership and responsibility as well as training, A.I.D. seeks to assure that host countries take maximum responsibility, and receive appropriate support, for identifying, designing, implementing, and evaluating A.I.D. programs.

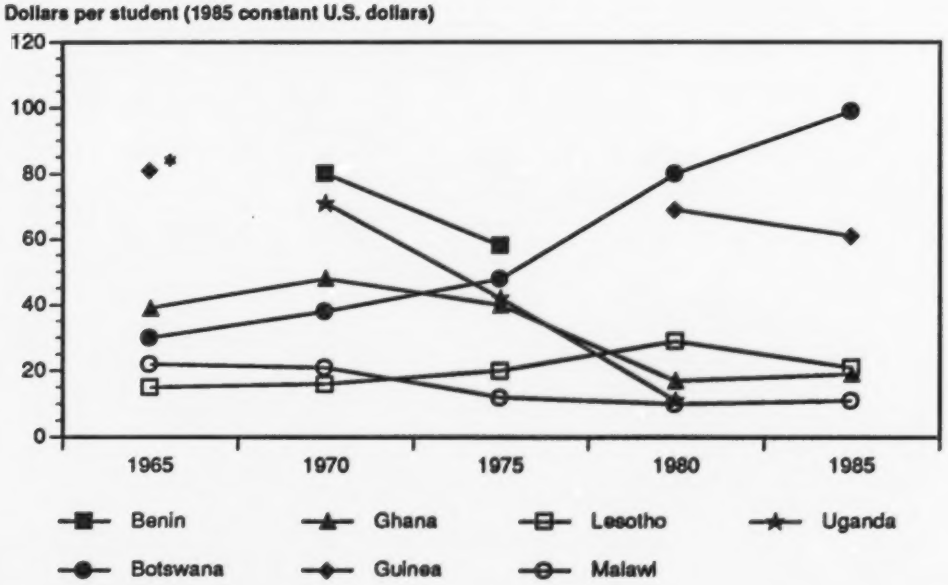
Donor coordination: To avoid duplication and assure synergy, A.I.D. strives to coordinate its inputs with those of other donors.

Following the above principles, the NPA approach disburses funds to a government against conditions and according to a time frame established through a plan of action jointly developed and supported by the host country, A.I.D., and other donors. A.I.D. generally combines NPA with targeted project inputs, for instance training to strengthen host country capacity in the management and analysis of data, as well as consultants to evaluate A.I.D. inputs.

Financial reform

While the newly independent governments of sub-Saharan Africa generally invested heavily in education, the economic difficulties of the 1980s often led to a decrease in the relative amount budgeted for per pupil expenditure in many of the poorer countries. As the chart below illustrates, in countries such as Benin, Ghana, Guinea, Malawi, and Uganda real expenditure per primary student fell during the period from 1970 to 1985.

Chart IV
Financing education: public recurrent expenditures per primary student, 1965-1985



*Complete data for Guinea is unavailable.

Source: Lockheed and Verspoor, *Improving Primary Education in Developing Countries, 1990*

Key to educational reform in many sub-Saharan countries is the need to establish a sustainable financial base for primary education. In some cases the focus is on helping the ministry of education create efficient budgeting and financing systems, and policies that adhere to the principles of accountability and transparency. NPA grants can support the development of policies that increase total resources for the sector, improve the allocation of existing financial resources within the sector, and/or improve the efficiency of existing resource use. Policies designed to improve intrasectoral allocations might include: (a) shifting education budgetary resources towards primary education , and away from room, board, and pocket money subsidies for post primary students; (b) improving the input mix, such as by increasing the budget lines for pedagogical materials, perhaps at the expense of administration and personnel expenditures; (c) shifting a greater share of the education finance burden to private sources; and (d) providing subsidies for rural, poor, and otherwise disenfranchised children.

Increasing quality

The Africa Bureau educational programs utilize a number of different strategies to increase quality in schooling. In many countries budgetary and organizational reforms increase resources available for quality improvements. In most countries, there are specific targets for the improvement of quality, such as teacher training, curriculum development, and increases in spending on educational materials. In addition, some programs are in the process of designing systems to enhance quality, such as monitoring the distribution and use of textbooks, and developing methods for assessing student achievement.

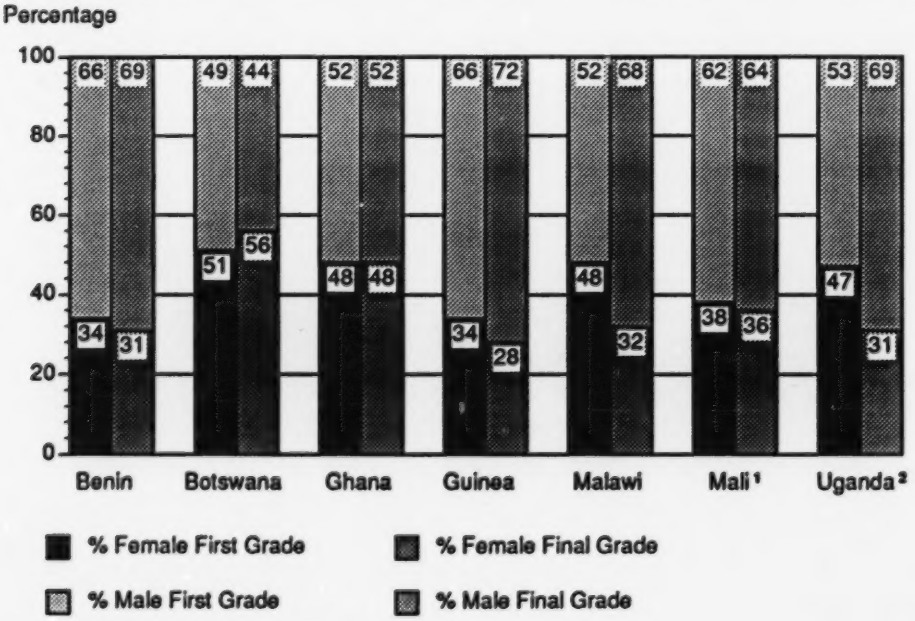
Increasing equity

All programs designed to increase access to and quality in remote sub-Saharan African schools improve equity, as it is the schools on the periphery that are the least likely to be built, have a teacher, and receive educational materials. However, inequities do not exist only according to remoteness from the centers of power, but also according to the type of student. The newer NPA approach to funding offers a promising context within which to address these often politically sensitive inequities in education. It allows a government to research and understand its disparity problems, investigate various methods of

adjusting them, and initiate a policy designed to improve them. Only a few of the Africa Bureau education programs address ethnic, linguistic, and rural/urban inequities, but a number have programs that focus upon gender inequities, which are more pronounced in sub-Saharan Africa than anywhere else in the world.

The chart below demonstrates the variation in the nature of the gender inequities in some of the countries where the Africa Bureau has education programs. The chart shows three basic patterns of gender equity in schools: (1) countries, such as Botswana and Ghana, in which girls are about half of the students enrolled in the first and last grades of primary school; (2) countries, such as Malawi and Uganda, where girls' initial enrollment is high, but their persistence to completion of primary school is very low; and (3) countries, such as Benin, Guinea, and Mali, where girls' access to education is low. These various patterns require different strategies.

Chart V
Gender equity in education:
percent male/female in first and final grades of primary school in 1988



¹ Reflects data for 1987. ² Reflects data for 1986.
Source: *UNESCO Statistical Yearbook*, 1990

Organizational reform

On entering the 1990s, governments in many sub-Saharan African countries are finding themselves faced with the task of operating school systems that serve as many as three times the number of primary school children taught in the 1960s, with management structures and practices that have evolved little since then. Headquarters at education ministries are over burdened with administrative matters, often to the detriment of effective management and policy making. They are finding it difficult to respond to the needs of regions and local communities. Monitoring, evaluation, research, and planning systems, which have proven to be critical to successful efforts to improve school quality, remain underdeveloped in most sub-Saharan countries. Current data on education resource flows and reliable indicators of educational outcomes are particularly hard to find.

The eleven current educational projects in sub-Saharan Africa exhibit different approaches to organizational reform. In some cases the approach is to offer training to help the ministry of education improve its capacity for handling all phases of program and project activities. Another approach aims to improve management efficiency through decentralization, which shifts the administrative burden to more accessible regional offices, allows local decision-makers to take control of a range of activities, and permits cost savings through adjustment to local or regional price differences. Other reforms include efforts to increase parent and community participation in the management of local schools. A.I.D.'s efforts can also promote efficiency through means such as: (a) modifying the school calendar; (b) introducing double shifts or multi-grade teaching; (c) improving allocation and promotion policies for teachers; (d) introducing better monitoring of system inputs and learning outcomes; and (e) redeploying personnel, for instance redirecting administrators back to classroom teaching, and shifting teachers from one level, such as secondary, to another, such as primary.

Africa Bureau's educational activities

The following matrix provides a quick summary of the major types of activities each of the eleven programs has targeted and the mode of financing supporting those activities, e.g. either project assistance directed primarily by A.I.D., or non-project assistance, mostly managed by the host country's Ministry of Education.

Summary matrix of major education program activities

	Benin	Botswana	Ghana	Guinea	Lesotho	Malawi	Mali	Namibia	South Africa	Swaziland	Uganda
Finance											
Maintain or increase % budget for education	●			●	●	●	●				
Maintain or increase primary education budget	●		●	●	●	●	●	●			
Disaggregate and restructure budget	●		●	●		●		●			
Increase budget for pedagogic materials	●		●	●	●		●	●			
Close gap between primary education budget and expenditures	●		●	●							
Quality											
Teacher training	●	■	●	●	■●	●	■●	●	■	■	■●
Curriculum development	●	■			■●		●	●	■		■
Increase/improve quality of textbooks/materials	●	■	●	●	■	●		●	■		●
Increase classrooms				●		●	■				
Develop assessment systems	●	■	●		●			●	■	■	
Fundamental quality level monitoring	●						■	●			
Equity											
Increase girls access/retention	●		●	●		■●	■				●
Increase access/retention in rural regions	●		●	●							●
Rural training					■				■		
Gender appropriate education						■●	■				
Redistribute resources				●			●	●	■		
Organization											
Increase community participation	●				●		■	●	■		■●
Increase decentralization of MOE	●		●		●			●			●
Reorganization				●	■		■		■		■
Develop data collection/ management information system	■				●	●	■	●		■	
MOE staff development	●	■	■	■	■		■	●		■	

● Non-project Assistance
■ Project Assistance

Benin

Selected educational data

	Item	Data
1.	Total Population (in millions) *Source: Human Development Report*, UNDP, 1991	4.6
2.	Under five mortality rate, per 1000 *Source: Human Development Report*, UNDP, 1991	150
3.	GNP per capita in US$ *Source: World Development Report*, World Bank, 1991	$380
4.	Gross Primary School Enrollment Rate *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	64.7
5.	Net Enrollment Rate, Male Net Enrollment Rate, Female *Source: Education Statistical Yearbook*, UNESCO, 1990	66 34
6.	Percent of Primary Enrollment in Grade 1 Percent of Primary Enrollment in Grade 6 *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	24.9 12.9
7.	Girls as Percent of Enrollment, Grade 1 Girls as Percent of Enrollment, Grade 6 *Source: Education Statistical Yearbook*, UNESCO, 1990	34 31
8.	Repeaters as a Percent of Primary Enrollment *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	26.9
9.	Percent of Government Budget for Education *Source:* Government of Benin, Ministry of Education, 1987	37
10.	Percent of Education Budget for Primary *Source:* Government of Benin, Ministry of Education, 1987	53

Background

In the 17th and 18th centuries, the Portuguese and other European powers established posts along the coast for trading firearms and luxury items for slaves. Beginning in the mid-19th century, the French led efforts to suppress the massive slave trade, and to this end created alliances with some local groups and warfare with others. The French organized what is now Benin into the French Protectorate of

Dahomey, which in turn became a territory of French West Africa. It remained a French colony until independence in 1960, when the country's name changed from the Republic of Dahomey to the People's Republic of Benin. From independence until 1982, Benin underwent a period of frequent changes in government which created an environment of instability. In 1973, a single-party Marxist-Leninist government came to power and ruled until 1989. Under the Marxist-Leninist regime, economic policies emphasized central planning. During the period between 1975-1992, Benin encountered major economic and financial difficulties. Despite the government's commitment to economic reform measures, revenue shortfalls made it virtually impossible for the government to implement key changes. In 1989, the government took a major political and economic step by abandoning its Marxist-Leninist philosophy. In March of 1991, the people of Benin developed a new constitution and held free elections.

For at least a decade after independence, few Beninois questioned the French elite education model. Despite its lack of equity, this model gained Benin the reputation as the "Latin Quarter" of Africa. In 1972, Lt. Col. Kerekou assumed control of the government and launched a major reform of the educational system to offer free, universal education, and make education more relevant to life in Benin. A National Conference, held in 1990, mandated a broad debate on educational issues. In response to the perceived failures of the first reform movement, the resulting policy statement proclaimed that the Government of Benin must place emphasis on improving the quality of instructional services without incurring net increases in recurrent expenditures, and on primary education over secondary and tertiary education.

Other donors

Canada, France, Germany, UNDP, UNESCO, and The World Bank.

Name of program: **Children's Learning and Equity Foundation**

Objectives

To establish an effective, efficient, and equitable primary education system in Benin that is sustainable. The Children's Learning and Equity Foundation (CLEF) Program seeks to (1) enhance the key pedagogical systems and inputs related to quality; (2) assure equity of access to quality primary education; and (3) establish a financially sustainable primary education system.

Activities

Non-Project funds

Finance: Increase the nominal and relative importance of budgetary resources for primary education while maintaining a 30-35 percent budget share for education; and increase financing for non-personnel items in the primary education budget.

Quality: Establish fundamental quality level standards and set national targets to be achieved; reform the primary school curriculum; develop and implement in-service teacher training program; plan, write, publish, print and distribute textbooks and materials; and design and introduce educational assessment systems.

Equity: Increase enrollment rates, especially among girls, and increase equitable access to quality basic education services across regions.

Organization: Establish and train members of an educational planning unit; develop an education management system; and increase the involvement of parents and community groups in school management and finance.

Project funds

Organization: Develop management information systems.

General Support of Program: Provide program coordination and educational planning.

Numbers:	680-0206 680-0207
Date of Authorization:	1991
Date of Completion:	1996
Funding Level:	$50.0 million in non-project assistance $ 7.5 million in project assistance
Implementing Agencies:	Ministries of Foreign Affairs and Technical Cooperation, Finance, Planning, Education
Contractors:	To be determined

Documents Consulted: Program Assistance Approval Document, 9/91, Background Notes, 1991.

Botswana

Selected country data

	Item	Data
1.	Total Population (in millions) *Source: Human Development Report*, UNDP, 1991	1.3
2.	Under five mortality rate, per 1000 *Source: Human Development Report*, UNDP, 1991	87
3.	GNP per capita in US$ *Source: World Development Report*, World Bank, 1991	$1600
4.	Gross Primary School Enrollment Rate *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	107.9
5.	Net Enrollment Rate, Male Net Enrollment Rate, Female *Source: Education Statistical Yearbook*, UNESCO, 1990	94 100
6.	Percent of Primary Enrollment in Grade 1 Percent of Primary Enrollment in Grade 6 *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	16.5 12.6
7.	Girls as Percent of Enrollment, Grade 1 Girls as Percent of Enrollment, Grade 6 *Source: Education Statistical Yearbook*, UNESCO, 1990	51 56
8.	Repeaters as a Percent of Primary Enrollment *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	5.7
9.	Percent of Government Budget for Education *Source: UNESCO Statistical Yearbook*, 1990	14.9
10.	Percent of Education Budget for Primary *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	43.2

Background

Botswana, unlike her southern neighbors, never experienced a strong European presence. The region now known as Botswana initially was the home of self-sufficient herders and farmers and nomadic hunters and gatherers. The resource poor land, with a harsh semi-desert climate characterized by recurring drought, proved unattractive to European colonialists. European contact began in the 19th century when missionaries settled the area. When hostilities broke out between

the Batswana and Afrikaners from the Transvaal (South Africa) in 1885, the Batswana looked to Britain for help. The British government proclaimed the area of Botswana (or then-Bechuanaland) to be under their protection. As a protectorate of the British Government, local tribal government evolved and grew. In 1964, the British Government accepted proposals for a form of self-government that led to independence. Botswana became fully independent in 1966.

Today, the Republic of Botswana is a multi-party, politically stable democracy. Despite its location in a politically troubled region of the world, Botswana has made extraordinary progress since attaining independence, most particularly in the management of its economy and the significant improvements in the quality of life for its people. Since independence, Botswana's economy has grown at an 8%-14% rate. This growth has been almost exclusively due to mining, particularly of diamonds. Since the 1980s, the country has become the world's largest producer of quality diamonds. The proceeds of the diamond industry, extensive international grant and loan aid, and the prudent fiscal policies and wise economic management of the past 20 years have placed Botswana in an extremely strong financial position.

The Government of Botswana's education and training strategy has focused primarily on improving the quality, and hence the supply of human resources. It has also embodied an effort to shape fundamentally people's attitudes toward their relationship to the economy and the environment in ways that could affect both labor supply and demand over the long run.

As a major focus of its educational reform program, the Government of Botswana began by initiating steps to increase the access, efficiency, and relevance of the basic education provided to Batswana children. The Government's objective was to make primary school universal and to expand the percentage of school-age children enrolled at the secondary level. A projected increase of 40 percent in the primary school enrollment from 167,000 in 1980 to 220,000 in 1985 required further development of primary teacher education in Botswana. To meet the Government's goals of improving primary education, increased numbers of primary school teachers were needed, as well as programs for the preparation of teacher college tutors, curriculum development, and in-service teacher training. In response

to these objectives, USAID assisted the Government of Botswana in a variety of projects.

The Primary Education Improvement Project (PEIP) Phase I (#633-0222), implemented from 1981 to 1986 at a funding level of $13.8 in project assistance, aimed to: a) establish in the University College of Botswana a permanent capacity to provide pre-service training through the creation of a four-year, professional Bachelor of Education degree program; b) develop a two-year diploma program to upgrade the skills of senior primary school staff; and c) strengthen the capacity of the University College of Botswana to develop and implement effective in-service programs for supervisory staff and teachers involved in primary education, as mandated by the Ministry of Education.

Achievements under the PEIP include: the establishment of a Department of Primary Education at the University College of Botswana; teacher training workshops for teachers and education officers; books, periodicals, equipment, instructional materials and aids, and office supplies for the Department of Primary Education and the Teacher Training Colleges; and a primary education center and a student hostel at the University of Botswana. Subsequent project assistance has built upon the goals established and met during this initial project.

Other donors

The British Council, German volunteers, Overseas Development Association (U.K.), and SIDA.

Name of project: Junior Secondary Education Improvement

Objectives

The project had two purposes: (1) to increase the quality and efficiency of the expanded basic (junior secondary) education system in Botswana; and (2) to institutionalize the capacity to develop, manage, and support the junior secondary education system.

Activities

Project funds

Quality: Revise the Junior Secondary education curriculum; develop new instructional packages; develop strategies for field testing of new instructional program; train staff members in curriculum development skills; develop and implement teacher training modules consistent with the new junior secondary education system; and revise curriculum and instructional materials for pre-service training; construct a central building for curriculum development, dissemination, exams/testing, and research; provide the equipment, furnishings, and instructional materials necessary to make the resource center operational; and create hubs for training and curriculum resources for area schools.

Organization: Enhance Ministry of Education staff capabilities through workshops, seminars, and conferences, as well as regular in-service programs; and provide advanced-degree training in the U.S. to Ministry personnel.

Number:	633-0229
Date of Authorization:	1985
Date of Completion:	1992
Funding Level:	$16.3 million in project assistance
Implementing Agencies:	Ministry of Education
Contractors:	Improving the Efficiency of Educational Systems (IEES) Consortium: Florida State University, State University of New York/Albany, and IIR

Documents consulted: IEES Final Report-Phase I, 1984-1989; Plans for Project Year Six, IEES; Mid Project Evaluation, Louis Berger Inc. (3/88); Evaluation Summary (8/88); Abstract and Logical Framework; Background Notes, 1991.

Name of project: Primary Education Improvement Project Phase II

Objectives

To strengthen the capacity of the Ministry of Education and the University of Botswana to develop curricula and carry out pre-service and in-service training programs in the area of primary education.

Activities

Project funds

Quality: In the Department of Primary Education (DPE), implement a two-year primary education specialization program, establish a Research Center with microcomputer equipment and software, establish a Primary Education Research Committee, and staff DPE with all M.Ed and Ph.D. personnel. Initiate improvements in the curriculum for teacher training colleges; upgrade minimum qualifications for certification of primary teachers; train and localize staff experienced in curriculum development and implementation; establish a fourteen-center network to serve the in-service teacher training needs of all primary and secondary school teachers; improve teaching methods; improve in-service training of education officers and staff; provide in-service workshops in continuous assessment; construct in-service education centers; and provide advanced degree study programs in the U.S.

Number:	633-0240
Date of Authorization:	1986
Date of Completion:	1992
Funding Level:	$8 million in project assistance
Implementing Agencies:	Ministry of Education University College of Botswana Primary Teacher Training Colleges
Contractor:	Ohio University, Athens, Ohio

Documents consulted: Evaluation Summary (3/89); First Report—9/86-2/87; Abstract and Logical Framework; Background Notes, 1991.

Name of project: Basic Education Consolidation Project

Objectives

To enhance and increase the capacity of the Ministry of Education in Botswana to improve and consolidate the Nine Year Basic Education Program.

Activities

Project funds

Quality: Integrate revised curricula across subject areas at the same grade level and within a given subject across grade level; improve the management of the curriculum development process and coordination with teacher education; and enhance professional and technical staff capabilities.

Organization: Develop specific policies and procedures to establish more effective organizational linkages.

Number:	633-0254
Date of Authorization:	1991
Date of Completion:	1997
Funding Level:	$12.6 million in project assistance
Implementing Agencies:	Ministry of Education
Contractor:	Academy for Educational Development (AED)

Documents consulted: Project Identification Document (6/90); New Project Narrative—FY 1992 Annual Budget Submission Amplified Project Description; Background Notes, 1991.

Ghana

Selected educational data

	Item	Data
1.	Total Population (in millions) *Source: Human Development Report*, UNDP, 1991	15
2.	Under five mortality rate, per 1000 *Source: Human Development Report*, UNDP, 1991	143
3.	GNP per capita in US$ *Source: World Development Report*, World Bank, 1991	$390
4.	Gross Primary School Enrollment Rate *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	76
5.	Net Enrollment Rate, Male Net Enrollment Rate, Female	
6.	Percent of Primary Enrollment in Grade 1 Percent of Primary Enrollment in Grade 6 *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	21.7 13.7
7.	Girls as Percent of Enrollment, Grade 1 Girls as Percent of Enrollment, Grade 6 *Source: Education Statistical Yearbook*, UNESCO, 1990	48 48
8.	Repeaters as a Percent of Primary Enrollment *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	2.1
9.	Percent of Government Budget for Education *Source:* Government of Ghana, Ministry of Education, 1991	21
10.	Percent of Education Budget for Primary *Source:* Government of Ghana, Ministry of Education, 1991	43

Background

In 1957, Ghana became the first African colony to gain independence from Britain. Three years later, Ghana became a republic and elected a president. In 1966, a military coup deposed the president. Since then, a series of military and civilian governments has ruled Ghana. Leadership has been comparatively stable since the current Chairman and Head of State, Jerry John Rawlings, came into power in 1981.

Under his direction, the country has begun to regain its former prosperity.

Ghana's current population is approximately 15.0 million and growing at an annual rate of three percent. There are over 100 different ethnic groups, most with their own language and culture. No native national language exists. Despite early prosperity in the 1960s, the country faced difficult economic times in the 1970s and 1980s with plunging terms of trade, a drought, the forced repatriation of nearly a million Ghanaians from Nigeria, shortages of fuel, and a weakened internal transportation system. In response, in 1983 the Government of Ghana, in coordination with the International Monetary Fund, launched one of Africa's most stringent economic recovery programs, and today the country is well on the road to economic recovery.

Historically, Ghana has been a very strong supporter of education. Until the mid-1970s, it had one of the best education systems in Anglophone Africa. During the seventies, economic constraints led to incremental deterioration of educational standards and quality. In 1986, the Government of Ghana instituted an educational reform program designed to address the problems in the educational sector by: reducing seventeen years of pre-university education to twelve years (nine years of basic education, plus three years of secondary); reallocating government funds to basic education; instituting curriculum reform; establishing a firm basis for secondary and tertiary study; and involving the family and community in funding and access issues.

Other donors

The British Council, Norway, the Organization of Petroleum Exporting Countries, the Overseas Development Administration, the Peace Corps, Switzerland, the UNDP, and The World Bank (the principal donor to the education sector in Ghana, under EDSAC I and II).

Name of program: Primary Education Program

Objectives

The Primary Education Program (PREP) seeks to strengthen the policy and institutional framework required to assure a quality, accessible, equitable, and financially sustainable primary education system in Ghana by the year 2000. USAID and other donors are jointly providing budgetary and technical support for the Government's reform program.

Activities

Non-Project funds

Finance: Maintain the Ministry of Education's financial commitment to primary education which will not be less than the percentage budgeted for primary education in 1989; close the gap between budgeted primary education expenditures and actual expenditures; ensure proportional increases in primary school materials expenditures; and disaggregate primary school budget and expenditure data.

Quality: Ensure that ninety percent of primary schools have qualified teachers and basic teaching materials; and implement an institutionalized, criterion-referenced student achievement testing system.

Equity: Initiate a pilot project to address the regional and gender disparities in the primary education system; provide incentive interventions for equity improvement activities; and create a nationwide incentive program based on the findings from the pilot equity activities.

Organization: Create Ministry of Education policy on decentralization and implement it.

Project funds

General Support of Program: Conduct financial assessments and financial management reviews; procure basic teaching materials, conduct research studies, and carry out evaluation activities and train education staff.

Number:	641-0119
Date of Authorization:	1990
Date of Completion:	1995
Funding Level:	$32 million in non-project assistance $ 3 million in project assistance
Implementing Agencies:	Ministry of Education
Contractors:	1 PSC The Mitchell Group (8-A firm) Price Waterhouse

Documents consulted: Program Assistance Approval Document (7/90); CDIE Abstract; Background Notes, 1991.

Guinea

Selected educational data

	Item	Data
1.	Total Population (in millions) *Source: Human Development Report*, UNDP, 1991	5.8
2.	Under five mortality rate, per 1000 *Source: Human Development Report*, UNDP, 1991	241
3.	GNP per capita in US$ *Source: World Development Report*, World Bank, 1991	$430
4.	Gross Primary School Enrollment Rate *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	30.2
5.	Net Enrollment Rate, Male Net Enrollment Rate, Female *Source: Education Statistical Yearbook*, UNESCO, 1990	31 15
6.	Percent of Primary Enrollment in Grade 1 Percent of Primary Enrollment in Grade 6 *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	20.8 11.6
7.	Girls as Percent of Enrollment, Grade 1 Girls as Percent of Enrollment, Grade 6 *Source: Education Statistical Yearbook*, UNESCO, 1990	34 28
8.	Repeaters as a Percent of Primary Enrollment *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	27.1
9.	Percent of Government Budget for Education *Source:* Government of Guinea, Budget Report, 1991	29
10.	Percent of Education Budget for Primary *Source:* Government of Guinea, Budget Report, 1991	35

Background

French military penetration into the West African empires, which included the area today known as Guinea, began in the mid-19th century. France retained control over the mineral-rich country until the end of World War II. Colonial reforms gradually reduced French administration and Guineans gained more political responsibility and power. The Republic of Guinea came into being in 1958, when it

asserted its independence from the French colonial government. In reaction to punitive economic measures taken by France against the new republic (referred to as the First Republic), Guinea established close ties with the Eastern Bloc and patterned its economy on a Marxist model, with central planning and collectivization of agriculture. Political unrest and several attempted coups between 1970 and 1984 further tightened the regime's tendency towards repression. Following President Sekou Toure's death and the successful military coup in 1984, which overthrew the Marxist regime, Guinea has undergone radical changes. In all sectors, the Government has been actively restructuring the socialist-oriented institutions of the First Republic to develop and sustain a market economy.

In implementing a structural adjustment program, the Government has adopted policies aimed at freeing the economy from pervasive state control, improving efficiency in public administration and enterprise, and setting up a framework conducive to a market-oriented economic system. While Guinea is considerably rich in natural resources—bauxite, iron ore, diamonds, gold, uranium, wood, and water—it is poor in management. The lack of trained and experienced personnel has hampered the adjustment efforts. As the economy grows in response to the adjustments, the education system must produce school-leavers well trained and prepared to carry out these changes. But a history of failed educational reforms has left Guinea with one of the lowest enrollment rates in the world, deteriorating educational quality, and declining demand for schooling. In response to the urgent need for educational reform, the Government of Guinea has recently approved an ambitious series of administrative and policy reforms known as the Education Sector Adjustment Program (Program d'Ajustement du Secteur d'Education, PASE). These reforms aim to lay the groundwork for the subsequent expansion of enrollment and improvement of quality in the system. In this context, the Government of Guinea, USAID, and other donors have initiated a major effort to restructure the country's primary education system.

Other donors

Belgium, Japan, the African Development Bank, the Canadian Government, the European Development Fund, the French Government's Fonds d'Aide et de Cooperation, the Islamic Development Bank, OPEC, UNICEF, and The World Bank.

Name of Program: Guinea Education Sector Reform Program

Objectives

To increase the percentage of enrollment in primary school and to improve the quality of education provided by (1) improving financial and administrative management of the national education system; (2) enhancing equity of access to schooling (especially for rural girls); and (3) improving evaluation of primary school inputs and outputs.

Activities

Non-Project funds

Finance: Ensure adequate funding for teaching and materials, and other operating expenditures throughout the adjustment period; ensure that the Government of Guinea will assume an increasing share of the recurrent costs associated with the PASE throughout the adjustment period in preparation for the time when donor budgetary support will end.

Quality: Plan, set targets, and meet targets for training, retraining and deployment of teachers; and rehabilitate/construct schools.

Equity: Conduct studies and develop a plan to redress constraints to girls' enrollment; redistribute resources within the educational system to encourage more equal access to schooling throughout the country, especially for girls and children in rural areas.

Project funds

Organization: Strengthen the Ministry of Education's capacity in implementing reforms through support in planning, budgeting, and tracking education expenditures.

General Support of Program: Procure commodities, conduct special studies, and carry out monitoring and evaluation activities.

Numbers:	675-0222 675-0223
Date of Authorization:	1990
Date of Completion:	1995
Funding Level:	$22.3 million in non-project assistance $ 5.7 million in project assistance
Implementing Agencies:	Ministry of National Education
Contractor:	Florida State University

Documents consulted: Program Assistance Approval Document (1990); Country Program Strategic Plan (excerpts) (1992); Background Notes, 1991.

Lesotho

Selected educational data

	Item	Data
1.	Total Population (in millions) *Source: Human Development Report*, UNDP, 1991	1.8
2.	Under five mortality rate, per 1000 *Source: Human Development Report*, UNDP, 1991	132
3.	GNP per capita in US$ *Source: World Development Report*, World Bank, 1991	$470
4.	Gross Primary School Enrollment Rate *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	113.3
5.	Net Enrollment Rate, Male Net Enrollment Rate, Female	
6.	Percent of Primary Enrollment in Grade 1 Percent of Primary Enrollment in Grade 6 *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	26.3 8.3
7.	Girls as Percent of Enrollment, Grade 1 Girls as Percent of Enrollment, Grade 6	
8.	Repeaters as a Percent of Primary Enrollment *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	22.6
9.	Percent of Government Budget for Education *Source:* A.E.D. Primary Education Program/Program Assistance Approval Document (PAAD), 1991	22.3
10.	Percent of Education Budget for Primary *Source:* A.E.D. Primary Education Program/Program Assistance Approval Document (PAAD), 1991	33.6

Background

The Kingdom of Lesotho, formerly a British protectorate, is a constitutional monarchy, having gained its independence in 1966. It is a small, mountainous, and landlocked country, inhabited by a single African ethnic and language group—the Basotho, and situated wholly within the borders of the Republic of South Africa. Historically, Lesotho has been economically dependent on the wages earned by

Basotho migrant workers earn in the mines of South Africa. The Government is attempting to shift this dependence away from South Africa by increasing self-reliance at home and expanding exports. Despite Lesotho's limited arable land, agriculture has remained the major economic activity. Over 90 percent of the population is rural. The nation's population is young, with 40 percent under the age of fifteen.

Prior to independence, education was limited to providing only a basic education for children. At independence, Lesotho had a large formal education network provided by three Christian missionary societies. Today, education is organized under two distinct organizations: the government and the churches. The Ministry of Education trains teachers, administers examinations, reviews and authorizes curricula, opens and closes schools, inspects operations, and pays teachers' salaries.

In the 1970s, the Government and donors made significant strides in teacher training and the development of instructional materials. To further develop and produce relevant curricula and instructional materials for teacher training and primary and secondary classrooms, the Government requested further donor assistance.

The Structuring Nonformal Education Resources Project (#931-1054), implemented from 1979 to 1986 at a funding level of $2.1 million in project assistance, aimed to develop and test an innovative organizational approach for assuring technical and financial assistance to organizations and communities involved in nonformal education activities. It accomplished this goal by providing technical assistance, training, and infrastructure to the Lesotho Distance Teaching Centre to establish a service agency. The agency, in turn, was to provide assistance, both financial and technical, to community groups working in rural areas throughout the country in health, agriculture, community development, cooperatives, and credit unions. Additionally, the service agency provided technical assistance, credit through a revolving loan fund, and training. All loans were accompanied by extensive training in the use of credit. The majority of the beneficiaries of the loan fund were women who received assistance to engage in entrepreneurial activities. The service agency carried out script-writing and radio production, evaluation and research, design of instructional

materials, training in nonformal education skills, and printing and production.

The Instructional Materials Resource Center (IMRC) Project, Phases I and II (#632-0061), implemented between 1977 and 1986, established a permanent institution to prepare instructional materials for the National Teacher Training College and primary and secondary schools. The project provided technical assistance, training, and commodities, as well as infrastructure. In 1986, the Basic and Nonformal Education Systems Project continued and further developed IMRC Project activities.

Other donors

The African Development Bank, the British Overseas Development Association, the European Economic Community, the International Institute of Educational Planning, Ireland, UNDP, UNICEF, the World Bank, and the World Food Programme.

Name of Program: Primary Education Program

Objectives

The Primary Education Program (PEP) seeks to improve the quality and efficiency of primary education through the establishment of a new policy framework and reformed institutional structure. PEP will address these constraints identified in the Ministry of Education Plan: a) inadequacy of financial resources, especially for primary education; b) poor quality and inefficiency of primary education, including insufficient teachers, weak curriculum and instructional materials, and overcrowding in lower primary schools; and (c) shortcomings in educational management .

Activities

Non-Project funds

Finance: Increase recurrent budget allocations to the Ministry of Education, increase financial resources for primary education, and strengthen financial management capacity through the establishment of cost-center-based budgeting for better accountability and more timely budgeting and expenditure reporting.

Quality: Increase the number and quality of teachers; upgrade pre- and in-service primary teacher training programs; streamline primary Standard 1-3 curriculum, improve syllabi, provide additional instructional materials, and improve end-of-level guidelines for student assessment; furnish Standard 1-3 classrooms with furniture and equipment; and reduce number of repeaters and over- and under-age children.

Organization: Reorganize Ministry of Education structure and functions with selected operations devolved to District Education Offices; increase community and parent participation in school management; and enhance central management and monitoring capacity by improving data collection and analysis, planning and policy formulation.

Project funds

Organization: Provide technical advisors, training, and limited commodities to strengthen the Ministry of Education's reform implementation capacity.

Numbers:	632-0230 632-0225
Date of Authorization:	1991
Date of Completion:	1997
Funding Level:	$18.6 million in non-project assistance $ 6.4 million in project assistance
Implementing Agency:	Ministry of Education
Contractor:	Ohio University, Athens, Ohio State University of New York/Albany Creative Associates

Document consulted: Program Assistance Approval Document (5/91); Background Notes, 1991.

Name of project: Basic and Nonformal Education Systems Project

Objectives

To improve the Ministry of Education's capacity to efficiently provide effective education that is relevant to Lesotho's development needs. The project seeks to accomplish the following: (1) develop curriculum, methods, and materials to promote efficiency and relevance; (2) improve teachers' skills; (3) establish community links to support basic education and practical skills programs; and (4) strengthen Ministry of Education infrastructure.

Activities

Project funds

Quality: Strengthen basic education programs in Sesotho, English, and mathematics through the development of instructional materials for students and teachers; introduce practical skills in agriculture, home economics, health, arts and handicrafts, and small business management into the curriculum; improve the system for evaluating student performance; revise the curriculum for pre-service teacher training; establish pilot projects to build community support for schools, which includes field testing new teaching methods and materials; and distribute new materials and provide in-service training to all primary schools.

Equity: Implement rural skills training program; provide training to teachers in rural schools; provide functional literacy and numeracy skills to persons outside the formal education system; implement development communications course to train government staff in the use of communications to promote rural development; and undertake a public awareness campaign to support a practical skills curriculum.

Organization: Establish a central committee to coordinate all in-service training activities; assure staff training and the incorporation of systematic evaluation techniques; strengthen the National Teacher Training College; and offer college courses for teachers and other professional educators.

Number:	632-0222
Date of Authorization:	1984
Date of Completion:	1992
Funding Level:	$25.7 million in project assistance
Implementing Agencies:	Ministry of Education Lesotho Distance Teaching Centre Thaba Tseka Rural Skills Training Centre
Contractors:	Academy for Educational Development Atlanta University Aurora Associates Ohio University University of Massachusetts

Documents consulted: Project Paper (1983); Second Interim Evaluation (1988), SETS, Inc.; Progress Report (3/01 to 9/01/90), AED; Background Notes, 1991.

Malawi

Selected educational data

	Item	Data
1.	Total Population (in millions) *Source:* Government of Malawi, Ministry of Education and Culture, Educational Statistics, 1990	8.2
2.	Under five mortality rate, per 1000 *Source:* Government of Malawi, Ministry of Education and Culture, Educational Statistics, 1990	240
3.	GNP per capita in US$ *Source: World Development Report*, World Bank, 1991	$180
4.	Gross Primary School Enrollment Rate *Source:* Government of Malawi, Economic Planning and Development Office, 1989/90	69.6
5.	Net Enrollment Rate, Male Net Enrollment Rate, Female *Source: Education Statistical Yearbook*, UNESCO, 1990	56 53
6.	Percent of Primary Enrollment in Grade 1 Percent of Primary Enrollment in Grade 6 *Source:* Government of Malawi, Ministry of Education and Culture, Educational Statistics, 1990	30 10
7.	Girls as Percent of Enrollment, Grade 1 Girls as Percent of Enrollment, Grade 6 *Source: Education Statistical Yearbook*, UNESCO, 1990	48 32
8.	Repeaters as a Percent of Primary *Source:* Government of Malawi, Ministry of Education Enrollment and Culture, Educational Statistics, 1990	21
9.	Percent of Government Budget for Education *Source:* Government of Malawi, Ministry of Education and Culture, Educational Statistics, 1990	13.5
10.	Percent of Education Budget for Primary *Source:* Government of Malawi, Ministry of Education and Culture, Educational Statistics, 1990	48.1

Background

The areas's first significant Western contact was the arrival of David Livingstone in 1859. Subsequently, Scottish churches established missions in Malawi. The British remained in control during the first half of the 20th century, though the Malawians attempted to obtain

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independence during this period. During the 1950s, pressure for separation increased until Malawi finally won its independence from Britain in 1963. Two years later, Malawi adopted a new constitution and became a republic with Dr. Banda as its first and current President. The present-day government of Malawi is a greatly modified parliamentary-style government. There is only one authorized political party—the Malawi Congress Party (MCP), and although the 1966 constitution mandates presidential elections every five years, the MCP convention proclaimed Dr. Banda president-for-life in 1970.

Malawi is a predominantly agrarian economy, and since independence has developed into a major exporter of agricultural products such as tobacco and tea. During the 1980s, the slump in world commodity prices resulted in severe balance-of-payments problems for the country. Increased population growth, a large influx of refugees from Mozambique, drought, plagues of malaria and AIDS, rebel attacks on key trading highways, and flooding have posed serious threats to continued development. In order to address the major development issues facing Malawi, the Government's current ten-year development plan states major goals for the primary school sector. The need to increase food crop production, increase off-farm employment, reduce fertility, decrease infant and child morbidity and mortality, and control the spread of AIDS all necessitate educational reform at the most basic level. Malawi's educational system is plagued by high repetition rates, and even higher drop-out rates. While this inefficiency hinders learning among all school children, girls are particularly vulnerable. Greater educational attainment for girls is expected to contribute most especially towards reducing fertility and increasing child survival.

Other donors

The African Development Fund, CIDA, GTZ, the Norwegian Refugee Council, the ODA British Development Division, UNDP/UNESCO, UNICEF, and The World Bank.

Name of Program: Girls' Attainment in Basic Literacy and Education

Objectives

To increase girls' attainment in basic education in Malawi by addressing related financial, qualitative, and socio-cultural constraints. In particular, GABLE will focus on the following improvements: (1) increasing the long-term financial resource base and internal efficiency of the education sector; (2) improving the quality of primary education; (3) improving girls' access to and quality of education; and (4) developing more positive attitudes toward the benefit of primary education for girls.

Activities

Non-Project funds

Finance: Increase the long-term financial resource base and internal efficiency of the education sector by augmenting education's relative share of the Government of Malawi (GOM) budget.

Quality: Improve the quality of primary education by increasing the number of classrooms and teacher houses; augment the usage of available classrooms; expand the supply and lower the cost of learning materials at primary schools; increase utilization of teacher training colleges; register all primary students as a first step in developing policies to reduce repetition rates; and institute a pilot program to test double shifts in urban schools.

Equity: Improve girls' access to and quality of education by implementing a social mobilization campaign to improve the perception of the value of girls' education, and to increase the timely enrollment and persistence of girls in primary school; finance school fee waivers for non-repeating girls from Standards 2-8; establish a gender-appropriate curriculum; and increase the proportion of girls in secondary school.

Project funds

Equity: Provide technical assistance to the Malawi Institute of Education to develop, test and implement gender-appropriate curricula and learning materials for primary education, teacher training colleges and inservice training programs; and provide technical assistance to a consortium of organizations to develop, test, and implement a national social mobilization campaign to change attitudes about the importance of girls' education.

General Support of Program: Provide program coordination, conduct research studies, and carry out monitoring and evaluation activities.

Numbers:	612-0240 612-0237
Date of Authorization:	1991
Date of Completion:	1996
Funding Level:	$14 million in non-project assistance $ 6 million in project assistance
Implementing Agency:	Ministry of Education and Culture
Contractors:	Harvard Institute for International Development through buy-in to Academy for Educational Development's USAID-funded Advancing Basic Education and Literacy (ABEL) Project

Document consulted: Program Assistance Approval Document (9/91); Background Notes, 1991.

Mali

Selected educational data

	Item	Data
1.	Total Population (in millions) *Source: Human Development Report*, UNDP, 1991	9.2
2.	Under five mortality rate, per 1000 *Source: Human Development Report*, UNDP, 1991	287
3.	GNP per capita in US$ *Source: World Development Report*, World Bank, 1991	$270
4.	Gross Primary School Enrollment Rate *Source: Improving Primary Education in Developing Countries, World Bank, 1990*	21.6
5.	Net Enrollment Rate, Male Net Enrollment Rate, Female *Source: Education Statistical Yearbook*, UNESCO, 1990	23 14
6.	Percent of Primary Enrollment in Grade 1 Percent of Primary Enrollment in Grade 6 *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	25.4 9.8
7.	Girls as Percent of Enrollment, Grade 1 Girls as Percent of Enrollment, Grade 6 *Source: Education Statistical Yearbook*, UNESCO, 1990	38 36
8.	Repeaters as a Percent of Primary Enrollment *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	29.6
9.	Percent of Government Budget for Education *Source: Education Statistical Yearbook*, UNESCO, 1990	17.3
10.	Percent of Education Budget for Primary *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	44.4

Background

French involvement in Mali began in the late 1800s. Known as the colony of Soudan, Mali was administered with other French colonial territories under the Federation of French West Africa. After the 1958 French constitutional referendum, Soudan became a member of the French Community and gained complete internal autonomy. In 1960, after the collapse of the Mali Federation (consisting of Soudan and Senegal), Soudan proclaimed itself the Republic of Mali and withdrew

from the French Community. President Modibo Keita formed a single-party state based on socialist policy. In 1968, a bloodless coup set up a military government, renounced socialism and placed Moussa Traore in the presidency. In March of 1991, President Moussa Traore and his Union Democratique du Peuple Malien toppled in a violent coup led by the nation's largest trade union and the national student movement. The country is currently experiencing myriad nascent political parties and democratic associations representing a broad spectrum of ideologies, interests, and groups. All are working together under a democratically elected president, who is maintaining a relatively stable environment. Power-sharing, democratic pluralism, political parties, elections and free and vocal expression are "firsts" in Mali, firsts which have created high expectations throughout the country.

With respect to education, the Government of the Republic of Mali has begun a program of educational reform. At the 1991 September Education Debate, the Government of the Republic of Mali reaffirmed its concern for equity in the allocation of educational resources, and as such, the need to give priority to basic education. Emphasis is on increasing enrollment, especially for girls, and in retaining all students at least through the primary cycle. A key feature of the Government's Education Sector Program is an increase in the percentage of national budget resources for education, and accompanying intrasectoral reallocations in support of primary schooling.

Other donors

Canada, France, Norway, UNDP, and The World Bank.

Name of Program: Basic Education Expansion Program

Objectives

The Basic Education Expansion Program seeks to strengthen Government of Mali capacity to improve primary education via reforms related to access and equity, school quality and efficiency, and sectoral management.

Activities

Non-Project funds

Finance: Increase the budget for the Ministry of Education; restrict higher education's share of the Ministry of Education budget; increase the share of education sector spending allocated to primary education; raise pupil/teacher ratios; and increase the share allocated to pedagogic materials.

Quality: Increase the number of textbooks per student.

Equity: Increase the number of girls enrolled in grades 1-6.

Organization: Strengthen local participation in education by matching community contributions to primary schooling.

Project funds

Quality: Establish an in-service Training Center for training inspectors, pedagogical counsellors, school directors, and teachers; plan and complete in-service training courses/ seminars; train teachers; and rehabilitate existing classrooms.

Equity: Create a Women-In-Development task force to deal with the problem of improving girls' enrollment and persistence rates; conduct training in various parts of the country for Ministry of Education personnel, inspectors, school directors, and teachers on issues related to girls' access to schools; and develop and field test maternal language instructional materials.

Organization: Develop alternative forms of schooling, e.g., community schools; train Ministry of Education staff and regional directors; obtain baseline data; improve data collection and data processing at the central level; and develop a functional Education Management Information System.

Number:	688-0258
Date of Authorization:	1989
Date of Completion:	1995
Funding Level:	$ 3 million in non-project assistance $17 million in project assistance
Implementing Agency:	Ministere de l'Education Nationale (MEN)
Contractors:	2 mission hired PSCs and 4 long term technical advisers, procured through a buy-in to the Academy for Educational Development's USAID-funded Advancing Basic Education and Literacy (ABEL) Project

Documents consulted: Program Assistance Approval Document (8/89); Proposed Plan of Action Around Gender Activities, Creative Associates (12/89); Trip Report, Applied Communications Technology (12/89); World Bank Development Report (1990); Memorandum from Donovan Russell to James Hoxeng (3/91); Memorandum regarding Project Amendment (7/91); Background Notes, 1991.

Namibia

Selected educational data

	Item	Data
1.	Total Population (in millions) *Source: Human Development Report*, UNDP, 1991	1.8
2	Under five mortality rate, per 1000 *Source: Human Development Report*, UNDP, 1991	171
3.	GNP per capita in US$ *Source: World Development Report*, World Bank, 1991	$1030
4.	Gross Primary School Enrollment Rate	
5.	Net Enrollment Rate, Male	
	Net Enrollment Rate, Female	
6.	Percent of Primary Enrollment in Grade 1	
	Percent of Primary Enrollment in Grade 6	
7.	Girls as Percent of Enrollment, Grade 1	
	Girls as Percent of Enrollment, Grade 6	
8.	Repeaters as a Percent of Primary Enrollment	
9.	Percent of Government Budget for Education	
10.	Percent of Education Budget for Primary	

Background

The formidable Namib Desert dissuaded most Europeans from exploring the region until the late 18th century. Early explorers included the British, Cape Dutch, and later, the Germans. The United Kingdom and Germany negotiated division of Namibia until the Herero and Nama Wars (1904-08), which consolidated German colonial power, and passed the prime grazing land of the area known as South West Africa to white control. German administration ended during World War I, when South African forces occupied the territory in 1915, and continued to administer the region under the terms of the Covenant of the League of Nations and a mandate agreement confirmed by the League Council until the 1960s. During the decade of the 1960s, as the European powers granted independence to their

colonies and trust territories in Africa, pressure mounted on South Africa to do so in Namibia. In 1966, the United Nations General Assembly revoked South Africa's mandate, and in 1977 Western members of the U.N. Security Council launched a joint diplomatic effort to bring a peaceful, internationally acceptable transition to independence for Namibia. However, South Africa continued an illegal presence in Namibia, and used it as a base for cross-border raids into Angola in pursuit of pro-independence Namibian SWAPO forces, as well as in support of Angolan UNITA forces. Intense discussions between the concerned parties continued during the 1978-88 period. On April 1, 1989, the formal transition to independence began. During the 11-month transition period political prisoners gained amnesty, discriminatory legislation disappeared, South Africa withdrew all its forces and some 42,000 refugees returned to Namibia. Elections took place in November of 1989, and by February, 1990, the constituent assembly had drafted and adopted a constitution.

The indigenous Africans are of diverse linguistic and ethnic origins. The principal groups are the Ovambo, Kavango, Herero/Himba, Damara, mixed race, white (Afrikaner, German and Portuguese), Nama, Caprivian, Bushman, and Tswana. Until the early 1900s, geographically distant tribal groups had little contact with one another. German colonial rule destroyed the war-making ability of the tribes but failed to erase their identities and traditional organization. Thus, the modern mining, farming, and industrial sectors of the economy, controlled by the white minority, have affected traditional African society without transforming it. In urban areas Africans have adopted Western ways, but in rural areas traditional society prevails. Modern health care and education in varying degrees have reached most rural areas in recent years.

Until the time of national independence, apartheid policies shaped the educational system. Modeled largely upon the system in South Africa, and put in place by the colonial authority, schooling was essentially inequitable and discriminatory. Despite the fact that there was reasonable equality for entrance to formal education, there were large differences among black, colored, and white students with respect to their opportunity to succeed and progress through the full school program. The administrative and examination controls that governed students' progress through school were largely responsible for these inequities of opportunity. Upon achieving independence in early 1990,

the Government of Namibia began a rapid and comprehensive assessment of the educational sector, which resulted in a mandate to reform the school system, particularly primary education. Reform measures at this level focus on problems of accessibility, quality, and efficiency. There is strong support for curriculum change and pedagogical improvement, conducive to creating a child-centered classroom environment. In response to the call for educational reform, the Government of Namibia and USAID are implementing a program to improve the quality of life for the majority of Namibians by guaranteeing equal access to quality and affordable primary education.

Other donors

Denmark, the European Economic Community, Finland, Great Britain, India, Norway, and Sweden, UNDP, UNESCO, and UNICEF. Local non-government assistance comes mainly from the Council of Churches of Namibia and the Rossing Foundation.

Name of Program: Namibian Basic Education Reform Program

Objectives

The Namibia Basic Education Reform Program is assisting the Government of Namibia in establishing an effective, efficient, and sustainable basic education system accessible to all Namibian children. The Program seeks to (1) improve the quality of Namibia's basic education system through development of a child-centered approach; (2) increase the quality and supply of basic education textbooks and other instructional materials; (3) establish a rational and equitable financial resource base for the sustainable delivery of quality educational services; and (4) enhance the institutional and senior professional capacity of Namibian educators to plan and manage an improved basic education system.

Activities

Non-Project funds

Finance: Establish a rational and equitable financial resource base for the sustainable delivery of quality education services by assuring the MOE's relative share of recurrent budget is sufficient to sustain the sector in the short term and an improved basic education system in the medium-to-long term; establish budget targets; and analyze education expenditures and set up a basic education expenditure tracking system.

Quality: Select and distribute donated textbooks in every primary school; complete report of textbooks in use by children in all regions; organize textbook selection and procurement committee; draft and implement plan for production and distribution of textbooks based on new syllabus; institutionalize mechanisms to produce, publish, and distribute textbooks based on new curriculum and syllabus; and conduct and complete a study to establish criteria for a fundamental quality level of inputs for primary schools.

Equity: Address the inequitable distribution of educational resources by giving voices to the Black majority.

Organization: Integrate 11 separate education authorities into a united national primary administrative system; establish a Ministry of Education committee on basic education to direct and monitor primary education reform; plan and institutionalize a management information system to monitor progress towards reform goals; and establish and institutionalize a Ministry of Education committee for planning, managing, and improving basic education system activities.

Project funds

General Support of Program: Provide for USAID's monitoring, evaluation, and audit activities associated with the Namibian Basic Education Reform Program.

Numbers:	673-0003 673-0006
Date of Authorization:	1991
Date of Completion:	1996
Funding Level:	$35.0 million in non-project assistance $ .5 million in project assistance
Implementing Agencies:	Ministry of Finance Ministry of Education and Culture National Planning Commission
Contractors:	Creative Associates through the Academy for Educational Development's USAID-funded Advancing Basic Education and Literacy (ABEL) project.

Documents consulted: Basic Education Reform Program Assistance Approval Document, USAID (3/91 draft); Basic Education Reform Program Action Memorandum, USAID (3/91); Background Notes, 1991.

South Africa

Selected education data

	Item	Data
1.	Total Population (in millions) *Source:* World Bank, World Population Projection 1987-88	37.3
2.	Under five mortality rate, per 1000 *Source:* UNICEF, *State of the World's Children*, 1989	91
3.	GNP per capita in US$ *Source: Quarterly Bulletin*, South Africa Reserve Bank, 1992	$2719
4.	Gross Primary School Enrollment Rate *Source:* South Africa Foundation, 1991	107.5
5.	Total Primary School Enrollment *Source:* South Africa Foundation, 1991	6,872,718
6.	Ratio of 6th to 1st Grade Enrollment *Source:* DNE, Preliminary Education Statistics for 1991	.59
7.	Girls as Percent of Total Primary School Enrollment *Source:* DNE, Preliminary Education Statistics for 1991	49
8.	Repeaters as a Percent of Primary Enrollment	
9.	Percent of Government Budget for Education *Source:* Andrew Donaldson, *Reorganizing the Education System*	23.6
10.	Percent of Education Budget for Primary *Source:* Andrew Donaldson, *Reorganizing the Education System*	39.3

Background

The Portuguese were the first Europeans to reach the Cape of Good Hope in 1488. Permanent white settlement began when the Dutch East India Company established a provisioning station in 1652. In subsequent decades, French Huguenot refugees, Dutch, and Germans settled in the Cape area to form the Afrikaner segment of the population. When the Union of South Africa took shape in 1910, the former Boer Republics and the principal British colony wanted their capitals—Praetoria, Bloemfontein, and Cape Town—to serve as the capital of the new Union. The Union's successor, the Republic of

South Africa, opted for a unique combination of a strong presidential system and a tricameral parliament.

The gradual legalization of apartheid (Afrikaaner for "segregation") throughout the republic became final in 1948, when the Nationalist Party came into power. Attempts from the late 1940s through the early 1990s by Black Africans to eliminate apartheid structures resulted in continuous protests and, in turn, forceful countermeasures by the government. In the 1960s, the African National Congress (ANC), headed by Nelson Mandela, emerged as the strongest voice in Black African politics. The Government quickly banned the ANC. In the 1970s, a new, younger generation of Black Africans became politically aware and active, protesting, among other things, a lack of quality education for children. Political upheaval continued through the 1980s, until the 1990s which has witnessed the beginning of an era of negotiations in South Africa.

One of apartheid's most devastating legacies has been the impact on the education and training of Black South Africans. Inequalities in Black education were largely a result of more than three decades of "bantu" (meaning tribal African) education, a system which enjoyed only a very small percentage of the total government allocation to education. This underfunding resulted in school overcrowding, poor facilities, extremely high student/teacher ratios (as high as 100/1 in the rural areas), inadequate teacher training, and insufficient teaching materials. While anti-apartheid groups and the international donor community target education as a critical focus for change, methods for transformation and reconstruction are debated. USAID, South African educationists, and community and business leaders are fully committed to strengthening the education sector in South Africa. USAID programs focus on increasing nonracial efforts to resist apartheid, build Black bargaining power, and help Black South Africans to prepare themselves for leadership roles in a post-apartheid society.

Other donors

Most European, and Scandinavian countries; Taiwan, Japan, Canada; private sector organizations such as the Anglo-American Chairman's Fund, IBM, and Johnson and Johnson; foundations including the local Independent Development Trust, the Urban Foundation, Ford, Carnegie, and Kellogg; international organizations such as the World Council of Churches, World University Services and many other organizations.

Name of project: Educational Support and Training Project

Objectives

To support indigenous, non-governmental initiatives which test improved models for basic education for disadvantaged South Africans, the project seeks to: (1) strengthen the grantees' management and technical skills through the training and technical assistance needed to contribute to the transformation of the educational system; (2) promote networking and exchanging of ideas in South Africa, in Africa, and in the United States among similar projects; and (3) provide strategic technical educational support to the USAID Mission.

Activities

Project funds

Quality: Provide support for non-government organizations working in teacher training, materials and curriculum development, preschool support organizations, service organizations focusing on improving English, science and math in primary and secondary schools, community-based schools, adult literacy and educational policy development.

Organization: Assist senior educators in formulating a politically and financially feasible set of policies that can help move South African education towards a more equitable and effective system; facilitate the policy dialogue process through workshops, conducting meetings with educational leaders, and the use of computer-based modelling systems.

Number:	674-0302
Date of Authorization:	1986
Date of Completion:	1996
Funding Level:	$19.5 million in project assistance
Implementing Agencies:	Non-government Agencies
Contractors:	Buy-ins to the Academy for Educational Development's USAID-funded Advancing Basic Education and Literacy (ABEL) Project; the Education Development Center's LearnTech Project; Harvard University's BRIDGES Project.

Documents consulted: ABEL Buy-In Scope of Work Project Paper; Scope of Work—The Education Foundation; Study Tour Report—Handspring Puppet Company; An Assessment—Skotaville Publishers in 1991; An Assessment of The Federal Union of Black Arts (FUBA) Academy Project Report—William Cummings, Frank Healey (12/90); Trip Report—Frank Healey, Jennifer Spratt (9/91); Trip Report—Frank Healey, Lufs Crouch (5/91); Working Draft—Education Reconstruction Model (version 1); ABEL Project Overview (1989-1991); Background Notes, 1991.

Name of project: South African Basic Education Reconstruction Project

Objectives

To increase and strengthen innovative educational models and policy systems which are focused on improved quality of education to leverage attainment of a democratic, non-racial, non-sexist, compulsory, and unitary educational system.

Activities

Project funds

Quality: Increase teacher training; curriculum development; improve school administration; and provide materials and technology by providing large-scale support to NGOs running successful programs in order to perfect programs and increase the numbers of beneficiaries.

Equity: Assist the black opposition leaders in their negotiation about the new structure of an education system.

Number:	674-0314
Date of Authorization:	1992
Date of Completion:	1998
Funding Level:	$20 million in project assistance
Implementing Agencies:	NGO's Black African education negotiators during the interim government period New, democratically-elected South African Government
Contractors:	1 PSC Buy-in to Education Development Corporation's LearnTech Project

Documents consulted: Information provided by Project Development Officer, USAID-South Africa (7/92); Background Notes, 1991.

Swaziland

Selected educational data

	Item	Data
1.	Total Population *Source:* AADS, World Data Sheet, 1990	817,000
2.	Under five mortality rate, per 1000 *Source:* AADS World Bank Social Indicator, 1990	143
3.	GNP per capita in US$ *Source: World Development Report*, World Bank, 1990	$770
4.	Gross Primary School Enrollment Rate *Source:* Government of Swaziland, Ministry of Education Planning Unit, 1992	99.6
5.	Total Primary School Enrollment *Source:* Government of Swaziland, Ministry of Education Planning Unit, 1992	166,454
6.	Ratio of 6th to 1st Grade Enrollment *Source:* Government of Swaziland, Ministry of Education Planning Unit, 1992	12:1
7.	Girls as a Percent of Total Primary School Enrollment *Source:* Government of Swaziland, Ministry of Education Planning Unit, 1992	49.6
8.	Repeaters as a Percent of Primary Enrollment *Source:* Government of Swaziland, Ministry of Education Planning Unit, 1992	15.6
9.	Percent of Government Budget for Education *Source:* Government of Swaziland, Ministry of Finance, 1992	34
10.	Percent of Education Budget for Primary *Source:* Government of Swaziland, Ministry of Education Planning Unit, 1992	40

Background

In the early years of colonial rule, the British expected that South Africa eventually would incorporate with Swaziland. However, prompted by South Africa's intensification of apartheid after World War II, the British increased investments in education, medical care, and agriculture in an effort to help prepare Swaziland for independence. Currently, Swaziland ranks among the more prosperous countries in Africa. The cattle, mining, and sugar industries account for the bulk of Swazi wealth. While most of the high-level economic activity is in the hands of non-Africans, ethnic Swazis are becoming more active small entrepreneurs and are moving into mid-

management positions. The majority of Swazis are subsistence farmers, and approximately 17,000 work in the gold and platinum mines in surrounding South Africa. However, almost every homestead has someone employed for wage income. In recent years, new entrants into the labor pool have exceeded the number of new jobs created.

Since independence in 1968, the Kingdom of Swaziland has striven to improve education by ensuring universal primary education, reorienting primary curriculum toward practical subjects to enable school leavers to move easily into employment opportunities within the country, and by training teachers.

USAID's educational assistance has responded to the evolving needs of the Swaziland education system. In 1974, USAID's first project, the Primary Curriculum Development Project (645-0009), helped Swaziland to develop its first national curriculum, and to discard the South African "Bantu education" materials that comprised the greater part of the pre-independence curriculum.

The project led directly to the establishment of the National Curriculum Centre, which remains one of the kingdom's preeminent educational institutions.

The next priority, tackled in 1984 by the Teacher Training Project (645-0214), was the development of a teacher training system that could respond to the growing demand for teachers trained in modern methods. Indeed, the Swazis recognized the need to change from teaching methods that relied on rote memorization to more interactive approaches that teach the questioning and problem-solving skills demanded by an increasingly technological world.

Other donors

The European Economic Community, the Swedish International Development Assistance Program, UNESCO, and the United Kingdom.

Name of project: Education Policy, Management and Technology Project

Objectives

To improve the quality and efficiency of basic education by funding long- and short-term technical assistance, participant and local training, commodity procurement, and research studies and experimental instructional activities. The project has five major objectives: (1) to increase the number of children who complete seven years of primary school on time; (2) to improve student achievement in English and mathematics in grades 1-7; (3) to better manage primary and secondary schools; (4) to enable the Ministry of Education to use empirically generated data to make policy and planning decisions; and (5) to assure students have increased awareness of career choices and resources for identifying employment options.

Activities

Project funds

Quality: Provide the following improvements: continuous assessment by means of quarterly and annual classroom-level tests measuring English and mathematics objectives in grades 1-7; personnel training in testing; training materials in test development and remediation strategies; and teacher training in continuous assessment and remediation strategies. Train headmasters and school committee leaders. Develop student career guidance strategies; develop job/occupation manual; and enhance industry-education communication. Survey workability and acceptability of Interactive Radio Instruction and pilot set of radio English materials.

Organization: Develop management information system; train personnel in research, data collection, and computer application and decision-making based on analysis of data; institutionalize information sources; analyze policy study results; provide master's-level training for Ministry of Education personnel.

Number:	645-0230
Date of Authorization:	1989
Date of Completion:	1996
Funding Level:	$6.9 million in project assistance
Implementing Agencies:	Ministry of Education
Contractor:	Institute for International Research (IIR)

Document consulted: Swaziland Education Policy, Management and Technology Project Paper and Annexes (645-0230) (8/89).

Uganda

Selected educational data

	Item	Data
1.	Total Population (in millions) *Source: Human Development Report*, UNDP, 1991	18.8
2.	Under five mortality rate, per 1000 *Source: Human Development Report*, UNDP, 1991	167
3.	GNP per capita in US$ *Source: World Development Report*, World Bank, 1991	$250
4.	Gross Primary School Enrollment Rate *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	65
5.	Net Enrollment Rate, Male Net Enrollment Rate, Female *Source: Education Statistical Yearbook*, UNESCO, 1990	57 50
6.	Percent of Primary Enrollment in Grade 1 Percent of Primary Enrollment in Grade 6 *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	23.8 9.0
7.	Girls as Percent of Enrollment, Grade 1 Girls as Percent of Enrollment, Grade 6 *Source: Education Statistical Yearbook*, UNESCO, 1990	47 31
8.	Repeaters as a Percent of Primary Enrollment	
9.	Percent of Government Budget for Education *Source: UNESCO Statistical Yearbook*, 1990	22.5
10.	Percent of Education Budget for Primary *Source: Improving Primary Education in Developing Countries*, World Bank, 1990	16.2

Background

Despite its significant natural resources, including ample fertile land, regular rainfall, and mineral deposits, Uganda remains among the world's poorest and least-developed countries. Initially a British protectorate, Uganda gained internal self-government in 1962. However, in succeeding years supporters of a centralized state vied

with those in favor of a loose federation and a strong role for tribally-based local kingdoms. The struggle culminated in 1966 when Prime Minister Obote suspended the constitution and assumed full governmental powers. In 1967, Amin Dada overthrew the Obote government in a military coup. Amin declared himself President and amended the constitution to give himself absolute power. During Idi Amin's eight-year rule, the economy went into deep decline, and social disintegration and massive human rights violations occurred. Assisted by Tanzanian armed forces, Ugandan exiles waged a war of liberation and expelled Amin and his remaining forces. The next seven years saw continued political and economic unrest as opposing forces within Uganda wrestled for power. In 1986, the National Resistance Army, led by Yoweri Museveni, assumed power and to a large extent put an end to the human rights abuses of earlier governments, drafted a new constitution, and instituted broad economic reforms.

At independence, Uganda inherited a small but highly organized system of education, recognized as one of the best in sub-Saharan Africa. Since the mid-1970s, this tradition of excellence has declined, largely due to political and civil disturbances, and subsequent economic deterioration. Indeed, educational financing has fallen drastically at the same time as enrollments have mushroomed. Today, because the central government gives little to schools, parents are forced to finance primary education for their children. This results in disparities, due to variations in community capacity to support schooling, and a lack of access to education for children from the most disadvantaged families. Thus, today in Uganda teachers lack adequate compensation; many schools are in poor physical condition; instructional materials are scarce; and teachers are poorly trained. Parental displeasure with hard financial sacrifices for poor quality schooling is contributing to the rise in dropout rates for the lower grades. The persistence rate for girls in primary school is even lower than that for boys.

Other donors

World Bank, UNESCO, UNICEF, DANIDA, British Overseas Development Administration, Canadian Organization for Development Education, African Development Bank, US Peace Corps, and British VSO.

Name of Program: **Support Uganda Primary Education Reform**

Objectives

The goals of the USAID education program are to: a) improve students' mastery of literacy, numeracy, and other basic skills; b) enhance school administration, management, and accountability; and c) reduce inequities in persistence among different groups of children.

Activities

Non-Project funds

Quality: Improve the compensation and conditions for teachers; restructure teacher training; and provide primary schools with a sustainable supply of instructional materials for effective teaching.

Organization: Support and decentralize school management and accountability by allocating resources to allow local level decision making.

Equity: Provide block grants, administered at the district level, to be used as incentives to increase the persistence of students, especially girls and other disadvantaged groups.

Project funds

Quality: Reform and restructure primary teacher training and support system; design and staff new primary teaching colleges; revise and modularize curriculum for primary school teachers.

Organization: Create a district level support network for teacher training, teacher supervision, and resource distribution.; mobilize communities to take more decision-making responsibility in school management; train head teachers in school management.

Number:	
Date of Authorization:	1992
Date of Completion:	2002
Funding Level:	$83 million in non-project assistance $25 million in project assistance
Implementing Agency:	Ministry of Education
Contractors:	To be determined

Documents consulted: Strategic Overview of the Country Program Strategic Plan; Background Notes, 1991.